



Victoria Management School

## **MGMT 411 - ADVANCED ORGANISATIONAL BEHAVIOUR**

Trimester 1 2005

### **COURSE OUTLINE**

#### **COURSE COORDINATOR**

*Professor Michael Elmes*

Room: RH 920, Rutherford House

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#### **ADMINISTRATION ASSISTANT**

*Mrs Tricia Lapham*

Room: RH 919, Rutherford House

Phone: 463-5381

#### **LECTURE TIME AND LOCATION**

**Start Date:** 21 February 2005

**Format:** One 3-hour session each week.

**Lecture Times:** Mondays, 2:40 – 5:30pm

**Location:** RLWY 126

**EXAM:** There is no exam for this course.

#### **COURSE OBJECTIVES**

As we move through the course, we will develop perspectives on organisational behaviour that emerge from a creative synthesis of critical literature reviews and 'real world' application. In particular, we will examine and discuss power and resistance in organizations from both managerialist and critical perspectives. This will culminate in two projects: a presentation of based on a self-reflexive exercise (called Photovoice) and a formal research paper due the week after the last class. This course aims to provide you with a solid theoretical base related to power and resistance, with an opportunity to be critically self-reflexive around some important issue in your life, and with a practical framework for exercising power and influence in the workplace.

By the end of this course, you should:

1. Have an understanding of the major theories and concepts of power and resistance in organisational behaviour.
2. Build a competency for critical application of the theories to real world business cases.
3. Know one topic of your choosing at a much greater depth after conducting a formal study into the area, seeking to make a contribution by providing some new insight to the topic – perhaps through a unique application.
4. Be able to apply the concepts of power and resistance to yourself in a self-reflexive manner.

## COURSE ASSESSMENT AND CONTENT

In-class presentation and discussion facilitation	10%	Dates TBA
1 page theory application	10%	Due every week
Participation	10%	
Photovoice project paper and presentation	30%	21 March and 11 April
Final paper	40 %	30 May

***In-class case presentation and facilitation (10%)*** - During each class, one class member will present the story behind a business case. During the presentation, you will outline the case (the class will have read the assignment) and identify several critical issues, making an attempt to tie these issues to the readings for that week. The case and critical issues presented will be a starting point for class discussion. The presenter/facilitator will also summarize any conclusions reached as we end the class discussion.

***Theory application (10%)*** – Every week, a case/reading will be distributed for discussion for the following week. You will prepare a one-page essay which applies to the corresponding reading the case. It is not necessary to repeat or rehash the case – get right to the theory or theories you think best apply, and discuss them using the case to demonstrate. Critical perspectives are appreciated.

***Participation (10%)*** - For a class of advanced students, many of the learning opportunities come from being exposed to, and exposing our ideas to, critique from a diverse set of ideas and opinions. Active, quality participation during discussion is crucial to the learning process. Not only will you be expected to offer insightful critiques, but strive to find ways to advance the discussion by making contributions that improve the group’s collective analysis.

***Photovoice project paper and presentation (30%)*** – Photovoice (Wang and Burris, 1997) is a community and action research methodology. The methodology gives “voice” – via a camera

and photographs – to the perspectives of members of a community or students who are not typically represented in various decisions and texts. It involves selecting an issue of concern for you, taking photographs that represent the concern, selecting and presenting one of the photographs and writing a 3-4 page paper and a 30 minute creative presentation (on 21 March and 11 April) that tells the story of your concern, its connection to power and resistance, and a self-reflexive piece. More details of the project will be provided.

**Final paper (40%)** – A maximum of 30 double-spaced pages (including references), this assignment gives you the opportunity to explore a topic you encounter (or don't encounter, to your surprise) during the course. You are required to have a minimum of 25 references from outside readings (journal articles and scholarly books) and be able to explain why the topic is important to you. You may want to make this a proposal for research you hope to conduct at a later date. Or if you prefer, you may want to make this a small research project. You will need to conclude your investigation by discussing the implications for theory and practice. There are some important deadlines for completing this paper:

<i>Selection of Topic and Rationale (1/2-page):</i>	Due <u>7 March</u>
<i>Outline and Thesis Statement (1-2 pages):</i>	Due <u>14 March</u>
<i>Annotated Bibliography (length unspecified):</i>	Due <u>11 April</u>
<i>Modified Outline and Thesis Statement (1-2 pages):</i>	Due <u>18 April</u>
<i>Final Paper (30 pages double-spaced):</i>	Due <u>30 May</u> by 5pm in RH 920

## TEXT AND READINGS

### 21 Feb (Class 1): The Self and Power (and an Introduction)

- Marianne Kristiansen & Jorgen Bloch-Poulsen. (2004). Self-referentiality as a power mechanism: Towards dialogic action research. *Action Research*, Vol. 2(4): 371-388.
- Ann Cunliffe. 2004. On becoming a critically reflexive practitioner. *Journal of Management Education*, 28(4), 407-426.

### 28 Feb. (Class 2): Resource Dependence View of Power

- Jeffrey Pfeffer. (1992). *Managing with power: Politics and influence in organizations*. Boston: Harvard Business School Press.
  - Ch. 2 – When is power used (pp. 33-48)
  - Ch. 3 – Diagnosing power and dependence (pp. 49-70)
- John Kotter. (1977). Power, Dependence, Effective Management, *Harvard Business Review*, 125-137.
- Case: Gary Loveman and Harrah's Entertainment (Stanford Case)

### 7 March (Class 3): The Influence Perspective of Power

- Robert B. Cialdini (1993). *Influence: The psychology of persuasion*. New York: William Morrow.
  - Ch. 1 – Weapons of influence (pp.1-16)
  - Ch. 2 – Reciprocation (pp. 17-56)
- Rosabeth Moss Kanter. (1979). Power failure in management circuits, *Harvard Business Review*, 57(4), 65-76.

- Case: Robert A. Caro. (1974). *The Power Broker: Robert Moses and the Fall of New York*. New York: Albert A. Knopf. Ch.10-12 (pp. 172-275).
  - The Best Bill Drafter
  - The Majesty of the Law
  - Robert Moses and the Creature of the Machine

**14 March (Class 4): Other Perspectives on Power**

- Kenneth Boulding. (1990). *Three Faces of Power*. Sage.
  - Ch. 1 – The Nature of Power (pp. 15-34)
  - Ch. 2 – Power as a Social Structure (pp. 35-51)
- Case: Reverend Jeffrey Brown (HBS)

**21 March (Class 5): Traditional Perspectives on Resistance**

- Paul Lawrence. (1969). “How to deal with resistance to change,” *Harvard Business Review*, Jan-Feb, 2-10.
- David Preston. (1999). “Organizational aikido: Implementing change without a fight”, *Association for Quality and Participation*, 24-26.
- Don Carruth, Bill Middlebrook, and Frank Rachel. (2001). “Overcoming resistance to change”, *SAM Advanced Management Journal*, 23-27.
- Case: Jim Donovan Case (A-C) (from Cohen, Fink, Gadon, and Willits, *Effective Behavior in Organizations*)

**Break**

**11 April (Class 6): Critical Perspectives on Power and Resistance - Introduction**

- Cynthia Hardy and Sharon Leiba – O’Sullivan. (1998). The power behind empowerment: Implications for research and practice, *Human Relations*, 51(4), 451-483.
- Harry Braverman. (1974). *Labor and monopoly capital*. New York: Monthly Review Press.
  - Introduction – pp. 3-41.
  - Ch. 5 – The primary effects of scientific management, pp. 124-138.
- Michael Burawoy. (1979). *Manufacturing Consent*. Chicago: University of Chicago Press.
  - Ch. 4 – Thirty years of making out, pp. 46-76.
- Case: John Hamilton’s work and eldercare dilemma: Break the silence? Sustain the silence? (A case developed by Rosemary McGowan and published by the Laurier Institute)

**18 April (Class 7): Critical Perspectives on Power and Resistance – Everyday Resistance**

- James C. Scott. (1990). *Domination and the arts of resistance: Hidden transcripts*, New Haven, CT: Yale University Press.
  - Ch. 1 – Behind the official story (pp. 1-16).
  - Ch. 2 – Domination, acting and fantasy (pp. 17-44).
- Anshuman Prasad. (2003). “The empire of organizations and the organization of empires: Postcolonial considerations on theorizing workplace resistance” (Ch. 4),

in Anshuman Prasad (Ed.), *Postcolonial Theory and Organizational Analysis: A Critical Engagement*, New York: Palgrave Macmillan, pp. 95-119.

- Michael Elmes and Melinda Costello. (1992). Mystification and social drama: The hidden side of communication skills training. *Human Relations*, 45(5), 427- 445.

25 April: ANZAC Day – No Class

2 May (Class 8): **Critical Perspectives on Power and Resistance – Diversity**

- Roy Jacques. (1997). “The unbearable whiteness of being: The reflections of a pale, stale, male.” In P. Prasad, A. Mills, M. Elmes and A. Prasad (Eds.), *Managing the organizational melting pot*, Thousand Oaks, CA: Sage, 80-106.
- Saija Katila and Susan Merilainen. (2002). Metamorphosis from “nice girls” to “nice bitches”: Resisting patriarchal articulations of professional identity, *Gender, Work and Organization*, 9(3), 336-354.
- Deborah Tannen. (1995). The power of talk: Who gets heard and why, *Harvard Business Review*, 73(5), 138-149.
- Case: Donna Dubinsky (HBS)

9 May (Class 9): **Critical Perspectives on Power and Resistance – The Natural Environment**

- David Levy and Daniel Egan. (2003). A neo-Gramscian approach to corporate political strategy: Conflict and accommodation in the climate change negotiations, *Journal of Management Studies*, 40(4), 803-829.
- Pushkala Prasad and Michael Elmes. (2005). In the name of the practical: Unearthing the hegemony of pragmatics in the discourse of environmental management, to be published in *Journal of Management Studies*, Fall 2005.
- Case: Stone Container in Honduras (A-C) (HBS)

16 May (Class 10): **Critical Perspectives on Power and Resistance – Taking Action**

- Saul D. Alinsky (1972). *Rules for radicals*. New York: Vintage Books. The Purpose, pp. 4-23.
- Jacqueline B. Mondros and Scott M. Wilson (1994). *Organizing for power and empowerment*. New York: Columbia University Press.
  - Ch. 1 – Social action organizations and power (pp. 1-10)
  - Ch. 2 – The Organizers (11-35)
- Case: Nelson Mandela. (1994). *Long Walk to Freedom: The Autobiography of Nelson Mandela*. New York: Little Brown & Co. Ch. 11, pp. 83-122.

23 May (Class 11): **Other Poststructural Perspectives on Power and Resistance**

- James R. Barker. (1993). Tightening the iron cage: Concertive control on self-managing teams, *Administrative Science Quarterly*, 408-437.
- Stewart Clegg. (1994). “Power relations and the constitution of the resistant subject” (Ch. 9), in John Jermier, David Knights, and Walter Nord (Eds.) (1994). *Resistance and Power in Organizations*. Sage, (pp. 274-325).
- Case: Bob Knowlton (from Cohen, Fink, Gadon, and Willits, *Effective Behavior in Organizations*)

## **COURSE TERMS OF REFERENCE**

### **Late Assignments**

In fairness to other students, work submitted after the deadline will be subject to a penalty of 10% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

### **Obtaining Terms**

To obtain terms, students are required to attend all classes, make the photovoice presentation and write the photovoice paper by the assigned deadline, meet all deadlines for the final paper, make sure that the paper is at least 30 pages (with a minimum of 25 references), and achieve at least fifty percent of the total marks available for term work.

## **OTHER INFORMATION**

### **VMS Grading Standards:**

- **Excellent**  
A (80 – 85%) to A+ (above 85%): The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master’s level.
- **Very Good**  
B+ (70 – 74%) to A- (75 – 79%): The quality is performed at a high standard. Students have reached a level which clearly exceeds “competency”.
- **Good**  
B- (60 – 64%) to B (65 – 69%): The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this quality.
- **Satisfactory**  
C (50 – 54%) to C+ (55 – 59%): The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student on this quality.
- **Unsatisfactory**  
E (0 – 39%) to D (40 – 49%): The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.

### **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at: [www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).*

### **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

### **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).